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ABSTRACT

This is the twenty-seventh in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 082 (Guard Service). Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Guard Service; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; Keeping Your Guard Service Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

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Entrepreneurship Training Components

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GETTING DOWN TO BUSINESS:

Guard Service

Module 27

Teacher Guide

CE031083

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GETTING DOWN TO BUSINESS:

Guard Service

Pamela G. Colby

April 1981

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OVERVIEW

The purpose of these Getting Down to Business modules is to provide high school students in vocational classes with an introduction to the career option of small business ownership and to the management skills necessary for successful operation of a small business. Developed under contract to the Office of Vocational and Adult Education, U.S. Department of Education, the materials are designed to acquaint a variety of vocational students with entrepreneurship opportunities and to help reduce the high failure rate of small businesses.

As the students become familiar with the rewards and demands of small business ownership, they will be able to make more informed decisions regarding their own interest in this career possibility. It is hoped that, as a result of using these materials, some students will enter small business ownership more prepared for its challenges. Others will decide that entrepreneurship is not well suited to their abilities and interests, and they will pursue other career paths. Both decisions are valid. The materials will encourage students to choose what is best for them.

These Getting Down to Business modules are designed to be inserted into ongoing high school vocational programs in the seven vocational disciplines--Agriculture, Distributive Education, Occupational Home Economics, Business and Office, Trades and Industry, Technical, and Health. They will serve as a brief supplement to the technical instruction of vocational courses, which prepare students well for being competent employees but which generally do not equip them with skills related to small business ownership. The modules are self-contained and require a minimum of outside training and preparation on the part of instructors. Needed outside resources include only those types of materials available to all students, such as telephone directories, newspapers, and city maps. No special texts or reference materials are required. For further optional reading by instructors, additional references are listed at the end of the Teacher Guide. An annotated Resource Guide describing especially valuable entrepreneurship-related materials is also available.

The purpose of this module is to give students some idea of what it is like to own and operate a guard service. Students will have an opportunity to learn about the kinds of activities and decisions a guard service owner is involved in every day. While the module is not a complete "how-to" manual, the individual lessons will provide your class with the chance to practice many of these activities and decisions.

Today, owners of small businesses face many problems--some minor, some not so easily taken care of. These problems are reflections of the changes our society is going through. While this module cannot address itself to all of them, the discussion questions at the end of each unit are designed to give students an opportunity to explore possible solutions.

You may want to present this module after completing Module 1, Getting Down to Business: What's It All About? Module 1 is a 16-hour program covering a more in-depth approach to owning any small business. The terms

that are introduced in Module 1 are used in this module with a restatement of their definitions. Also, the forms used are the same, with some minor changes to fit the guard service business specifically. Module 1 provides an introduction to owning a small business in addition to some skills and activities that, due to their general nature, are not covered in this module.

Content Organization

Each unit of the module contains the following:

1. Divider Page--a list of what the student should be able to do at the end of that unit.

2. Case Study--an account of a business owner in the field.

3. Text--three to four pages outlining business management principles introduced in the case study but focused more on the student.

4. Learning Activities--three separate sections, including:

   a. Individual Activities--finding information given in the text or applying information in the text to new situations.

   b. Discussion Questions--considering broad issues introduced in the text; several different points of view may be justifiable.

   c. Group Activity--taking part in a more creative and action-oriented activity; some activities may focus on values clarification.

General Notes on Use of the Module

Instructional Time:	Each unit = 1 class period; total class periods	= 9
	Introduction, quiz, summary	= 1
	Total instructional time = 10 class periods	

The case study and text are central to the program's content and are based on the instructional objectives appearing in the last section of this Guide. Learning activities are also linked to these objectives. You will probably not have time, however, to introduce all the learning activities in each unit. Instead, you will want to select those that appear most related to course objectives, are most interesting to and appropriate for your students, and are best suited to your particular classroom setting. Certain learning activities may require extra classroom time and may be used as supplementary activities if desired.

Before presenting the module to the class, you should review both the Student and Teacher Guides and formulate your own personal instructional

approach. Depending on the nature of your classroom setting and the students' abilities, you may want to present the case study and text by instructional means that do not rely on students' reading--for example, through a lecture/question-answer format. Case studies and certain learning activities may be presented as skits or role-playing situations.

No particular section of the module is designated as homework, but you may wish to assign certain portions of the module to be completed out of class. You may want students to read the case study and text in preparation for discussion in the next class period, or you may want them to review the material at home after the class discussion. You may also prefer that students read the material in class. Similarly, individual activities may be completed in class or for homework. Discussion questions and group activities are specially intended for classroom use, although some outside preparation by students may also be needed (for example, in the case of visiting a small business and interviewing the owner).

Methods that enhance student interest in the material and that emphasize student participation should be used as much as possible. Do not seek to cover material exhaustively, but view the course as a brief introduction to entrepreneurship skills. Assume that students will obtain more job training and business experience before launching an entrepreneurial career.

The quiz may be used as a formal evaluation of student learning or as a self-assessment tool for students. Answers to learning activities and the quiz are provided in a later section of this guide.

SUGGESTED STEPS FOR MODULE USE

Introduction (15 minutes, or integrate within first hour of Unit 1)

I. In introducing this module, you will want to point out to students the different kinds of guard services and the fact that they too can become a guard service owner. Points to cover include:

- types of guard services and examples of each;
- the importance of guard services; and
- the rewards and demands of guard service ownership.

Possible ways to cover these points include:

- State that guard services offer a wide variety of protective services to homes and businesses. Say that there has been an increasing need for guard services as the crime rate has risen. Ask if students know of any guard services in your area. Find out what they know about any they mention. If students can't name any, mention two or more in the local area and describe their services. You can get this information quickly from the Yellow Pages and brief phone calls to the services listed. Choose different types of services to describe to show the variety that exists. Point out that protecting people and their possessions can be very rewarding. Also point out some of the demands of this career: responding to emergencies quickly, the potential of danger, and the responsibilities of running a business successfully.

- An alternative way to cover the points is to invite one or more guard service owners to visit the class and talk about what this career is like. They should describe their services and the rewards and demands of guard service ownership. It would probably be highly interesting for students to hear from these real-life owners.

II. Discuss small businesses briefly. Over 90% of all businesses in the United States are small businesses. In this module we will be dealing with very small businesses, meaning a self-employed owner working alone or with one to four employees. Other small businesses are owned and run by members of a family.

III. Discuss the purposes of the module:

- To increase students' awareness of small business ownership as a career option.
- To acquaint students with the skills and personal qualities guard service owners need to succeed.

- To acquaint students with the kind of work small business owners do in addition to using their vocational skills.

- To expose students to the advantages and disadvantages of small business ownership.

IV. Emphasize that even if students think they lack management aptitudes, some abilities can be developed. If students "turn on" to the idea of small business ownership, they can work at acquiring abilities they don't have.

Also, students who work through this module will have gained valuable insights into how and why business decisions are made. Even if they later choose careers as employees, they will be better equipped to help the business succeed because of their understanding.

Unit 1 - Planning a Guard Service (1 class period)

I. Case Study: Stacey Sakura is thinking of opening a guard service. She thinks about her personal characteristics and considers what she has learned about the "business" while working as a police officer and taking business courses.

Text:
Services, Customers, Competition
Personal Qualities
How to Compete Well
New Services
Special Services
Special Business Image
Legal Requirements

II. Responses to Individual Activities

1. Have students report to you which businesses they decided would be competition for them, and why.

2. All four traits are desirable personal qualities for a guard service owner. Emphasize that even if students feel they do not have all four traits, they may work at developing them.

3. Assess the quality of student responses. Did they describe their special services? Did they say why they think people would like those services?

4. Assess response quality. Are the names and emblems eye-catching and clear?

5. Assess response quality. Are the lists clear and complete? Can students explain each requirement?

III. Responses to Discussion Questions

1. The main need a guard service meets is protection for its customers. Different customers have different protection needs. Homeowners need protection for their homes, furnishings, valuables, and families. Business owners need protection for their buildings and merchandise. It is likely that all those needs exist in your area.

2. Stacey probably decides only to serve homes at first because she doesn't want her service to take on too much right away. If she's successful at home patrol, she can always expand later and patrol businesses, too, if she wants. This seems like a wise decision since she's just starting.

3. Stacey does seem to be planning well. She has decided exactly what her services will be. She has identified her customers and competition. She has assessed her own qualities as a potential guard service owner. She has researched the legal requirements for starting her service. Your students may have opinions on strong or weak points of her plan. Have them give their reasons for those opinions.

IV. Group Activity

The purpose of this activity is to acquaint students with real-life guard service owners. It will probably be of high interest to students. The points in the text about planning a guard service will be reinforced by students' personal contact with people who actually run services.

The interviews will help students evaluate what it's like to run a guard service and whether they would be interested in it. They can also compare their own abilities and personalities with those of the real-life people to help decide if they're suited to this career.

Hopefully, the guard service owners will also mention some of the difficulties and disadvantages in their services. These will help give students a realistic view of the career.

This activity will require extra classroom time, whether the interviews are held in or out of class. Discuss why the owners answer questions differently, if they do. Their types of services, customers, competition, personal qualities, and other things may differ. These differences will affect their answers.

Unit 2 - Choosing a Location (1 class period)

I. Case Study: Stacey visits several sites before choosing an appropriate location for her service. She chooses an office near an upper-class neighborhood with

separate rooms for her radio-telephone equipment, her private office, and a locked storage area.

Text: Customers Nearby
Area
Space
Building
Rent

II. Responses to Individual Activities

1. Have students report their findings to you. Are their results realistic?

2. Student responses should include these elements for each ad they research: number of square feet of office space, rent, and whether they consider the rent affordable for someone starting a business. Visiting the offices is optional.

3. Assess response quality. Are the areas described clearly and completely? Do students say why they think these are good locations for a guard service?

4. Assess report quality. Do students give appropriate reasons for their decisions about the locations?

5. Have students report their interview results to you or the class. Ask students if the interview results will affect how they pick locations, and if so, how and why.

III. Responses to Discussion Questions

1. Stacey's location seems to be a good one. She is near her customers. The general area is professional, and the nearby small shops are potential customers. There is enough office space, the building is in good condition, and she can afford the rent.

2. A shopping center in an upper-class neighborhood probably would be a good location, since many shoppers would see the office. Many of the shoppers would be potential customers.

3. The location can help make a good impression on customers. Customers who visit your office will see it as part of its general surroundings. An attractive, clean, professional-looking location will make a good impression. An unattractive, dirty, run-down location will make a bad impression.

IV. Group Activity

The purpose of this activity is to give students the opportunity to evaluate the locations of real-life guard services. In doing so, they will be applying what they learned in this unit.

First, students visit guard service locations to evaluate their suitability. Second, students ask the owners why they picked those locations. Students can then compare their own assessments of the locations with the owners' assessments.

Unit 3 - Getting Money to Start (1 class period)

I. Case Study: Stacey makes a list of her starting expenses and determines the size of the bank loan she needs. Then she writes a business description to present to the bank's loan officer.

Text: Business Description
Statement of Financial Need
Meeting with Loan Officer

II. Responses to Individual Activities

1. Loan money needed is $3,300. Students should have filled in these amounts:

Loan Money Needed	$ 3,300
Total Starting Expenses	$11,300
Total Money On Hand	$ 8,000
Total Loan Money Needed	$ 3,300

2. Complete responses should include the following information for each company students call:

   a. cost per month to lease a gas-efficient, low-maintenance car

   b. gas and maintenance costs, if not included in "a"

   c. kind and amount of insurance offered with the car

   Students should also indicate which company they decide would give them the best deal for guard service patrol cars.

3. Students should list the cost per month to lease radio-telephone equipment from each company they call. They should also indicate which company they would pick.

4. The business description should include information about these five things:

   a. kind of business

   b. location

   c. competition

d. customers

e. plans for success

Also, assess the organization and clarity of the business description.

III. Responses to Discussion Questions

1. Stacey's business description is organized and clear. It is organized by the five required types of information. The information presented is clear and to the point. It describes what her business will be and how she will run it.

2. Stacey's statement of financial need was designed to be complete. However, students may suggest additional start-up costs. Some of the things they suggest may already be included but just not shown in detail on the statement. For example, officers usually provide their own handguns, but ammunition would be in the "Supplies" category.

3. Given the facts presented, most students will probably agree to give Stacey the loan. She is not asking for a lot of money. Her business description and statement of financial need are clear and complete. She handles herself well in the interview, demonstrating that she has planned well. All of these things make her seem like a good business risk.

IV. Group Activity

The purpose of this activity is to give students the opportunity to learn the loan application requirements of real-life lending institutions. For comparison purposes, it is ideal to invite people from a variety of institutions.

After the loan officers leave, discuss differences and similarities among their requirements. Relate their requirements to points covered in the text. Point out to students that if they plan their services carefully, they will be able to provide all the required information.

Unit 4 - Being in Charge (1 class period)

I. Case Study: Stacey runs two ads for employees in the newspaper. She hires a communications equipment operator and patrol officers. She pays for the patrol officers to take a Red Cross first aid course before they begin work.

Text: Hiring
Matching People and Tasks
Training

II. Responses to Individual Activities

1. Assess ad clarity and completeness. Does it clearly state the kinds of background and personal qualities applicants need?

2. Complete responses should include:

   a. the number of employees needed;

   b. what their duties will be; and

   c. their required background and personal qualities.

3. Have students report to you or the class what they learn. They should describe the kinds of personnel lists the police department will make available to guard service owners looking for employees.

4. Have students report to you or the class. For each guard service they call, they should report on the number of employees and their duties. If they call more than one service, they should report on similarities and differences in employee duties among the services.

5. Have students report to you or the class. For each service they call, they should report on training employees need before they start work and on-the-job training the service provides. If they call more than one service, they should report on similarities and differences in training among the services.

III. Responses to Discussion Questions

1. Stacey's ads do a good job of telling what kinds of employees she needs. They describe the background and personal qualities she wants in her employees. People reading the ads can tell at once if they are qualified to apply for the jobs.

2. Given the information in the case study, Stacey made good decisions to hire Joe and Sarah. They both have the background and personal qualities she wants. As the text points out, they both have potential for additional responsibility.

3. Stacey seems as if she will be a good boss. She is willing to let Sarah and Joe work the hours that fit in best with their personal lives. She hires employees who show potential for further responsibility. She plans to provide on-the-job training to help her employees keep their skills up to date.

4. The on-the-job training Stacey plans for her officers seems as if it will help them in their jobs. The training will cover a variety of topics necessary for the officers to do

their jobs well, including topics the officers themselves request.

IV. Group Activity

The purpose of this activity is to give students the opportunity to practice the type of interview they will conduct when they are actually hiring employees. Each student should get the chance to role play the guard service owner at least once.

Lead the class in preparing the lists described in the activity to help them in their role plays. Circulate among them as they do the role-plays.

Lead a wrap-up discussion when all groups have finished. In the discussion, ask students if they think they could now conduct real-life interviews. If not, why not? If they want more practice, plan time for it.

Unit 5 - Organizing the Work (1 class period)

I. Case Study: Stacey's officers handle an emergency on Saturday night. A suspect was caught entering a client's house. Stacy's organization enabled her staff to handle the situation efficiently and effectively.

Text: Keeping Track of the Work
Scheduling the Work

II. Responses to Individual Activities

1. Assess the quality of student reports. Do they describe the emergency procedures used by the guard services they called? Do they compare those procedures to Stacey's? Do they point out any differences?

2. Correct responses are shown on the form below:

BABYSITTER CHECK-IN WORK ORDER

DATE: (today) CLIENT #: 101 ASSIGNED TO: Whitley
START TIME: 6:30 FINISH TIME: 10:30
PHONE # WHERE CLIENT WILL BE: 862-9345
DOCTOR'S NAME: Jaime Castillo PHONE #: 637-2927
BABYSITTER'S NAME: Steve Carver

CHILDREN	AGE	SEX
Leslie	10	F
Jim	5	M

3. EMERGENCY WORK ORDER

DATE: (today) TIME: 11:20 p.m. CLIENT #: 12
PHONE CALL: X ALARM: _____ TAKEN BY: (student)

ACTION	DONE
DISPATCH CAR	X
CALL HOUSE	
False Alarm: Recall Car	
True Alarm: Call Police	
OFFICER WRITE REPORT	

OFFICER(S) AT SCENE: Todd
COMMENTS: False alarm -- cat!

4.

BABYSITTER CHECK-IN SCHEDULE	
TIME	CLIENT #
4-5	
5-6	47
6-7	47,123
7-8	123
8-9	123,14
9-10	123,14
10-11	123,14
11-12	14

5. Assess quality of the work order forms. Do they provide for the information needed to keep track of the work? Do they seem suitable for real-life use? If you have questions about any items, discuss them with the students. Ask their reasons for including any items you question. Point out any additional items you think should be included and why.

III. Responses to Discussion Questions

1. Stacey's emergency work order form seems appropriate. It identifies the client number, date, time, and type of emergency. It lists major actions to be taken as necessary. The form works well for the procedures followed by Stacey's service.

   Students may have suggestions for changing it. Ask their reasons for changes they suggest. If their changes are intended to make the form more suitable for use in their own services, that's great!

2. Stacey's babysitter check-in form seems suitable for her service. It provides space for necessary identifying and scheduling information. Students may suggest changes. As in Question 1, elicit their reasons.

3. Responses may vary. If the operator frequently calls in sick, filling in is a poor use of Stacey's time, since Stacey has many responsibilities. If the operator is rarely sick, it's probably a reasonable use of Stacey's time, since it's probably hard to find a qualified replacement on short notice.

IV. Group Activity

The purpose of this activity is to help students appreciate how many responsibilities a guard service owner has and how much time they take. There are no "right answers" for the amount of time required, but you may need to guide students to reasonable estimates.

Suggested column placements for the responsibilities listed in the text are as follows:

Every Day	Not Every Day
Organizing the work	Hiring staff
Supervising staff	Training staff
Keeping records of work	Handling staff problems
Keeping financial records	Meeting with other people
Talking with clients	Dealing with emergencies
Solving routine problems	Planning for the future

Wrap up this activity by stressing that guard service owners have many responsibilities and work many hours running their services.

Unit 6 - Setting Prices (1 class period)

I. Case Study: Stacey gets advice from the bank's loan officer about charging for her babysitter check-in. She decides to charge a small amount for that service since her security patrol has no competition and there will be a high demand for the check in.

Text: Costs for Supplies and Workers
Demand for Services
Competition
Operating Expenses
Profit
Examples

II. Responses to Individual Activities

1. Assess student report quality. Complete reports should include prices charged by each guard service called and a comparison of prices. Students should also state which service they would choose and why.

2. Responses may vary. Because Luis has competition that is already established in the area, he probably won't charge more than the competition ($40 per month). To give his service a competitive edge, he may decide to charge less. Or he may decide to charge exactly the same but try to convince customers that his service is better.

   Acceptable responses should give reasonable explanations for the prices chosen.

3. Responses may vary. Melicia and Booker should probably examine their operating expenses to see if there are any ways they can cut costs. They probably should raise their prices slightly, too. Their costs have gone up a lot, but they haven't raised their prices at all in five years.

   Acceptable responses should give reasonable explanations for the actions chosen.

4. Responses may vary. One mistake Stan made was setting a very high price for a new service. Customers probably don't want to pay a lot extra for the K-9 patrol, even if they would like it. One thing Stan might try now is to lower the K-9 price on an introductory trial basis. If customers sign up, he may be able to cover his costs at the lower price. If customers still don't sign up, he may decide to drop the K-9 patrol.

   Acceptable responses should include student assessment of what Stan did wrong, and what he can do now.

5. $50 per month is the best price to charge. Your customers will be attracted to your prices that are a little lower than your competition. You shouldn't charge too little, however. You want to show a profit.

III. Responses to Discussion Questions

1. Responses may vary. On the basis of the loan officer's reasoning in the case study, it does seem that Stacey decided wisely.

2. Responses may vary, although Stacey probably will not set her prices higher. Because there is competition, she will probably set her prices about the same or lower.

3. Responses may vary. High operating expenses will probably include salaries and insurance. Low expenses will probably include professional services. Elicit students' reasons for their responses.

IV. Group Activity

The purpose of this activity is to give students the opportunity to apply their learning. The activity requires them to evaluate how the factors they've studied will influence Julie's price-setting decisions.

The groups' responses may vary. This is fine as long as they can give reasons for their decisions. If necessary, guide students to glean this information from Julie's case study:

a. Cost of supplies and workers--Julie plans to pay higher salaries than other guard services.

b. Demand for services--Many customers in that location want protection.

c. Competition--There are currently no other guard services in the neighborhood.

d. Operating expenses--Office rent and insurance are higher than Julie planned, but she may not take a salary for herself.

e. Profit--Julie plans to pay her staff and other expenses, so she needs some profit. Since she may not take a salary herself, she is probably not aiming for a big profit at first.

Unit 7 - Advertising and Selling (1 class period)

I. Case Study: Stacey designs an ad to be used in the newspaper, in the Yellow Pages, and in fliers for distribution in her customers' neighborhood. She uses a distinctive logo for her guard service.

Text: Plan Your Advertising
Ways to Advertise
"People" Ads
How to Design Printed Ads

II. Responses to Individual Activities

1. Assess student report quality. Complete reports should include descriptions of how the guard services advertise and why.

2. Assess student report quality. Complete reports will include the costs for two or more ways to advertise. Figuring advertising costs per month for each is optional.

3. Have students report to you or the class. Do the reports identify the ad parts? Do students state which ads they think are best and why?

4. Responses may vary. Acceptable responses should give reasonable explanations for the choice made. Factors related to each choice include these:

   Choice 1: If Ken wants to advertise immediately, this is a good choice. He can probably hire high school students right away.

   Choice 2: If Ken can wait until next month, this is a good choice. By including fliers with his customer bills, he can be sure that every customer gets one!

5. Assess the quality of student ads. Do they include the five parts required? Discuss with students any suggestions you have for improving the ads.

III. Responses to Discussion Questions

1. Stacey's ad seems well-designed to attract customers. The headline is eye-catching. The illustration will help people remember the name of her service. The copy is descriptive and clear. The layout is uncluttered and easy to read. The identification gives the service name, address, and phone.

2. Responses will vary. Stacey may decide to use any number of other ways to advertise. Elicit student reasons for the ways they pick.

3. Responses may vary. The purpose is for students to think about factors that will influence their decisions about which ways to advertise. Elicit their reasons for the responses they give.

IV. Group Activity

Several days before you do this activity, tell students to start bringing in guard service printed ads. You should bring in several in case students forget.

The purpose of this activity is for students to apply what they've learned about designing printed ads. It requires them to evaluate the completeness and quality of real-life guard service ads.

Circulate among the groups as they work. Provide assistance as needed. When all groups have finished, help them determine the order for reporting. Guide discussion about improving the ads and deciding which are "best."

Unit 8 - Keeping Financial Records (1 class period)

I. Case Study: Financial records are the basic records of any business. Every day Stacey records customer orders and payments and pays bills that are due. Once a week she pays her staff. Once a month she mails bills to her customers.

Text: Customer Billing Form
Daily Cash Sheet

II. Responses to Individual Activities

1. Correct responses are shown on the form below.

DAILY CASH SHEET			
Cash Receipts		Cash Payments	
Customer Payments	$ 330	Salaries	
		Building Expenses	$ 500
		Equipment & Furniture	
		Supplies	
		Advertising	$ 200
		Other	
TOTAL CASH RECEIPTS	$ 330	TOTAL CASH PAYMENTS	$ 700

2.

SERVICES PROVIDED		
Date	Services	Amount Charged
5/1	Babysitter check-in, 1 time	$ 1
5/4	Babysitter check-in, 3 times	$ 3
5/5	Babysitter check-in, 2 times	$ 2

3.

NEIGHBORHOOD PATROL

CUSTOMER BILLING FORM

Customer: 94

Payment Due Date: 5/15

Date	Dates of Service	Amount Charged	Payment Received	Balance
4/15	4/1-4/15	$30	--	$30
4/30	4/16-4/30	$45	--	$75

4.

NEIGHBORHOOD PATROL

CUSTOMER BILLING FORM

Customer: 65

Payment Due Date: 5/15

Date	Dates of Service	Amount Charged	Payment Received	Balance
4/15	4/1-4/15	$40	$25	$15
4/30	4-16-4/30	$25	--	$40

5. Assess the quality of student forms. Do they provide for information needed to keep track of customer billing or daily cash flow? Ask students to explain any items you question. Point out any additional items you consider necessary, and why.

III. Responses to Discussion Questions

1. By keeping the records herself, Stacey will know the details of her daily finances. This is important to her as her service is getting started. She also can save some money by not hiring a bookkeeper at first. Her decision makes sense now, but once the service gets going, Stacey may find she is spending too much time on recordkeeping.

2. Stacey's forms look as if they will help her keep good track of her finances. They provide for the information she needs about customer billing and daily cash flow.

   Students may suggest ways to improve the forms. Elicit the reasons for their suggested improvements.

3. The purpose of this question is to help students realize that there are more financial records than those covered in this unit. Guide them to list as many others as they can. Suggestions include:

   Payroll records

   Income tax records
   Detailed breakdowns of the major expense categories

   Records of which customers are behind in payments and require follow up.

IV. Group Activity

The purpose of this activity is for students to apply what they have learned in the unit. It requires them to design two financial recordkeeping forms and to fill in sample information showing how to use the forms.

Guide the process of dividing into small groups. Encourage each group to pick a different type of guard service. Tell students that this will make the activity more varied and interesting.

Circulate among the groups to provide assistance as needed. Make sure each group specifies its services. Answer any questions that come up as the groups design their forms. Remind them to fill in sample information to show how to use their forms. Guide any discussions that arise following the group presentation.

Unit 9 - Keeping Your Guard Service Successful (1 class period)

I. Case Study: The business has been operating for two years. Stacey takes a look at its performance each year and plans changes to make it more profitable.

Text: Keep Track of Profits
Change Your Business to Increase Sales

II. Responses to Individual Activities

1. Net profit amounts are: Year 1 = $92,000
Year 2 = $76,000

Expense ratios are: Year 1 = 53%
Year 2 = 69%

Profit ratios are: Year 1 = 47%
Year 2 = 31%

2. Year 1 was a better one for Stacey because her profits and profit ratio were higher.

III. Responses to Discussion Questions

1. Stacey is worried because her profit ratio went down in Year 2. She is right to be worried, because she does not want her profits to keep going down. If they go down too far, she will be out of business. Her expenses have increased a lot, and she wants to be able to continue covering them.

2. Based on information in the case study and text, Stacey will probably:

- raise her prices slightly;
- examine her expenses carefully to see if she can economize; or
- add the extra services her customers want and set prices for them.

Students may have additional suggestions.

The actions listed above will probably help increase Stacey's profit. If they succeed, she will be cutting expenses and increasing income at the same time.

3. The purpose is to help students realize some of the potential risks in keeping a guard service successful. Some reasons why guard service sales might decline are:

- competition lures customers away (for example, with lower prices, more services, or better equipment);
- service quality declines (for example, officers are not well-trained);

- customers want a wider range of services than you currently offer; or

- funds for police departments increase and there is no longer a need for guard service protection.

Suggest the above reasons to students if necessary to start the discussion.

IV. Group Activity

The purpose of this activity is for students to apply what they have learned about ways to increase profits. Given the facts shown for Stacey's third year, her plans to increase profits might include the following:

(1) Expand the patrol to other neighborhoods.

(2) Offer services to business owners as well as homeowners.

(3) Find out what the new competition offers. Decide if she needs to make changes in her service in order to compete successfully.

(4) Add a "special events" service and charge for it. The price could depend on the number of officers provided and the number of hours.

Suggest the above points to students if they have trouble getting started. Encourage them to use their imaginations and think of as many ways as possible for Stacey to increase her profits.

If the activity is done in small groups, circulate among them to provide assistance as needed. When all groups have finished, have them take turns reporting their plans. Lead any discussions that arise.

Summary (15-30 minutes)

If desired, the Quiz may be given prior to summarizing the module and doing wrap-up activities.

Emphasize major points of the module, such as:

- It takes a lot of planning to get a service off to a good start. There are many things to consider during the initial planning.

- Hiring and keeping top quality staff is a key part of running a service well.

- Financial recordkeeping is important on a day-to-day basis as well as for long-term planning.

Remind students that their participation in this module was intended as an awareness activity so they could consider entrepreneurship as a career option. Their introduction to the skills required for successful small business management has been brief. They should not feel that they are now prepared to go out, obtain a loan, and begin their own business. More training and experience are necessary. You can suggest at least these ways of obtaining that experience: one way is to work in the business area in which they would eventually want to have their own venture; another is to go to school (community colleges are starting to offer AA degrees in entrepreneurship).

This is a good time to get feedback from the students as to how they would rate their experience with the module. Could they identify with the characters portrayed in the case studies? How do they feel about the learning activities?

You may want to use a wrap-up activity. Keep it simple. One suggestion is for students to write or state if they think they would like a career as a guard service owner, now that they know more about it. Have them give their reasons for their responses. Students would not necessarily have to submit their responses to you. They could do this activity on their own as a way of assessing their current feelings about guard service ownership.

Quiz (30 minutes)

The quiz may be used as an assessment instrument or as an optional study tool for students. If you wish to use the quiz for study purposes, duplicate and distribute the answer key to students. In this case, student achievement may be assessed by evaluating the quality of students' participation in module activities.

Quiz Answer Key

1. Any one aspect of protective services covered in the text or class discussion is an acceptable answer.

2. Alex (a)

3. Any two aspects of (1) new services, (2) special services, or (3) special business image covered in the text or class discussion are acceptable answers.

4. Any two of the legal requirements covered in the text or class discussion are acceptable answers.

5. Any three location questions covered in the text or class discussion are acceptable answers.

6. Business area with many homes nearby (c)

7. Any three elements of a business description covered in the text or class discussion are acceptable answers.

8. $4,000

9. P - Anne (b) and Sandy (c)
   C - Jack (a)

10. Leslie (c)

11. Any one kind of training covered in the text or class discussion is an acceptable answer.

12. Emergency Work Order (b)

13. Guard service owner (a)

14. Any two price influences covered in the text or class discussion are acceptable answers.

15. Newspaper ads (a)

16. PROTECT YOUR LOVED ONES! (b)

17. Payment received from the customer (a)
    Balance the customer owes (c)

18. Customer payments (b)

19. a. Net profit = $30,000
    b. Profit ratio = 30%
    c. Expense ratio = 70%

20. Any two ways to increase profits covered in the text or class discussion are acceptable answers.

21. Any one aspect of reducing expenses, increasing sales, or other alternatives emerging from class discussion is an acceptable answer.

SUGGESTED READINGS

General Entrepreneurship References

Holt, N., Shuchat, J., & Regal, M. L. Small business management and ownership. Belmont, MA: CRC Education and Human Development, Inc., 1979.

Jeanneau, J. A. Small business management: Instructor's manual (4 vols.). Prince Albert, Saskatchewan: Department of Manpower & Immigration, Training Research and Development Station, 1973.

National Business Education Association. Business ownership curriculum project for the prevocational and exploratory level (grades 7-9): Final report. Reston, VA: Author, 1974.

Nelson, R. E., Leach, J. A., & Scanlan, T. J. Owning and operating a small business: Strategies for teaching small business ownership and management. Urbana, IL: University of Illinois, Department of Vocational/Technical Education, Division of Business Education, 1976.

Rowe, K. L., & Hutt, R. W. Preparing for entrepreneurship. Tempe, AZ: Arizona State University, College of Business Administration, 1979.

Guard Service Resources

Contract guard users tell why. Security Management, 1978, 22(14).

Demand for good guards outstrips availability. Security Management, 1979, 23(42).

Security patrols: Making crime pay! Entrepreneur, 1979, 7(5), 29-40.

Who's watching your house? Entrepreneur, 1978, 5.

Associations listed below:

American Federation of Guards No. 220
4157 W. Fifth Street
Los Angeles, CA 90020

International Association of Security Services
P.O. Box 378
Northfield, IL 60093

National Council of Investigation and Security Services
1730 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Security Management

American Society for Industrial Security
2000 K Street, N.W.; Suite 651
Washington, D.C. 20006

GOALS AND OBJECTIVES

Goal 1: To help you plan your guard service.

Objective 1: Describe the services, customers, and competition of a guard service.

Objective 2: List three personal qualities a guard service owner might have.

Objective 3: List two ways to help your service "stand out" from its competition.

Objective 4: List two special legal requirements for running a guard service.

Goal 2: To help you choose a location for your service.

Objective 1: List three things to think about in deciding where to locate your service.

Objective 2: Pick the best location for a guard service from three choices.

Goal 3: To help you plan how to borrow money to start your service.

Objective 1: Write a business description of your service.

Objective 2: Fill out a form showing how much money you need to borrow to start your service.

Goal 4: To help you plan to hire and train employees and divide the work of your service.

Objective 1: Decide how to divide the work of your service among several employees.

Objective 2: Pick the best person for a specific job in your service.

Objective 3: Describe one kind of training you might give your employees.

Goal 5: To help you organize the work of your guard service.

Objective 1: On a work order form, list what needs to be done for one of your customers.

Objective 2: Write a work schedule for yourself or an employee.

Goal 6: To help you decide how to set prices for your services.

Objective 1: Pick the best price for one of your services.

Goal 7 To help you learn ways to advertise and sell your services.

Objective 1: Pick one way to advertise your guard service.

Objective 2: Design a printed ad for your guard service.

Goal 8: To help you learn how to keep financial records for your guard service.

Objective 1: Fill out a customer billing form for services you do for a customer.

Objective 2: Fill out a daily cash sheet for money you receive and pay out in one day.

Goal 9: To help you learn how to keep a guard service successful.

Objective 1: Figure out the net profit (before taxes), profit ratio, and expense ratio for a guard service.

Objective 2: State one way to increase profits.

Objective 3: State one way to change your service to increase sales.

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